Maths Curriculum Statement

Intent

At Oaklands Infant School it is our intent to provide all children with a high-quality, broad and challenging Mathematics curriculum which encourages the children to make sense of the world around them by developing their ability to calculate, reason and solve problems. Our Maths curriculum reflects our school ethos of 'deep roots for future growth' with deep learning taking longer but lasting forever.

We aim to ensure that our Maths curriculum promotes a true love of the subject for boys and girls alike with pupils approaching the subject with a positive, can-do attitude. During their time at Oaklands we want our pupils to:

- become **fluent** in the fundamentals of maths, developing their conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **reason mathematically** by justifying, making links to known facts, or providing proof using mathematical language.
- be challenged through **solving problems** demonstrating a deeper understanding by solving new problems in unfamiliar contexts.
- **think** like a mathematician by being systematic, generalising and seeking out patterns; encouraging dialogue and discussion in each lesson
- **show** their thinking in different ways using multiple representations.
- make **real life**, cross curricular links so that they understand how their maths skills can be applied in and outside of the classroom.

We intend to teach a Maths curriculum which is coherently planned and sequenced, reviewed and successfully adapted to meet the needs of all our learners. Oaklands Infant School seeks to develop numerate, resilient, problem-solvers of the future; instilling essential skills that can be used in all aspects of learning and in future life.

Implementation

Throughout the school, we use White Rose Maths as our foundation for teaching through a Mastery approach, ensuring coverage of the National Curriculum objectives. Using the White Rose Scheme enables teachers to plan for a cohesive and progressive curriculum ensuring that previous skills are built up and new ones supported, for example teaching place value first and ensuring children are secure before moving on to teach addition and subtraction. This core resource is supplemented by additional material from Primary Stars, NCETM documentation and Oak Academy.

Curriculum content is taught in blocks allowing children to explore skills and knowledge in depth and gain a secure understanding of particular subject matter. Key knowledge and skills are also revisited regularly allowing repetition to embed learning. These re-visits may be from a scheme such as Flashback 4 (WRM), Fluent in Five (Third Space) or may be set by the teacher, targeting specific needs and skills.

The teaching of maths is undertaken on a daily basis, with four sessions per week focussing on number and place value and one session per week on shape, space and measure.

Each block is a considered sequence of experiences including key vocabulary and knowledge. Concepts taught in mathematics follow a concrete, pictorial and abstract approach so that children can actively learn with visual supports.

Concrete **–** children have the opportunity to use concrete objects and manipulatives to help them understand and explain what they are doing.

Pictorial – children then build on this concrete approach by using pictorial representations, which can then be used to reason and solve problems.

Abstract – with the foundations firmly laid, children can move to an abstract approach using numbers and key concepts with confidence.

Children are taught the fundamental skills in mathematics through explicit taught sessions. Teachers effectively model ideas using manipulatives. They use conceptual and procedural representations to help children understand concepts more deeply and identify patterns in the number system. Adults aim to address misconceptions in the moment and challenge children appropriately.

Our aim is to ensure that the three core areas of the national curriculum *fluency, reasoning and problem solving* are highly connected and interdependent. Children are taught to practise, use and apply these skills independently and collaboratively. Children develop their subject specific vocabulary through explicit teaching of vocabulary and definitions.

Mathematics lessons allow for collaborative learning; encouraging children to talk in pairs, small groups or through class discussion and share learning. For those children who grasp concepts rapidly, they will be challenged through a range of deeper problems and reasoning tasks to build a more profound understanding whilst those not sufficiently fluent will be provided with opportunities to consolidate their understanding through additional help either during the lesson, before or afterwards.

In the Foundation Stage, our young mathematicians will be provided with many exciting opportunities, through planned purposeful play and a mix of adult-led and child-initiated activities, to develop and improve their skills in subitizing, counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measure. In EYFS we understand the need for high quality environments and meaningful interactions, which enable children to develop their mathematical thinking and talk. The Mastering Number Programme is used to deliver a planned sequence of lessons.

Fluency in number is key to accessing all areas of Mathematics confidently and securely. We have devised a 'Progression in Key Facts' scheme that children will systematically work through to ensure they are fluent and confident in their basic skills. In KS1, **Key Instant Recall Facts (KIRFs)** are sent home each half term to be practiced and learnt so that children grow in confidence to recall their facts instantly. Time is dedicated in class weekly to practise these facts and look at strategies to aid recall. Foundation Stage children will take home facts in the summer term.

Assessment and Monitoring

Teachers use formative assessment to evaluate the learning during a lesson. They may ask questions to check understanding, or scrutinise independent work in order to identify common misconceptions or share thinking. Such assessment allows teachers the flexibility to intervene in a lesson to remind, redirect or reteach pupils as required. Staff use their marking and feedback sheets to assess through each sequence of lessons whether or not a concept has been grasped; these are then used to feed back to pupils, to reinforce learning and to praise.

From Year 1 onwards, children's attainment and understanding are partly measured through summative assessments using White Rose end of term assessments. At the end of the year, children in the Foundation Stage will be assessed against the Early Years Learning Goals. Children in Year 2 will be assessed against the End of Year 2 Teacher Assessment Framework with written SATs papers used as one part of this overall judgement.

Each half term, pupils in Year 1 and Year 2 will be assessed on their KIRFs.

Mathematics monitoring includes book looks, learning walks, pupil voice interviews/questionnaires in order to ascertain correct curriculum coverage, the quality of teaching and learning as well as the children's attitudes to

and retention of maths learning. This information is then used to inform further curriculum developments and provision is adapted accordingly.

Through high quality first wave teaching, guidance and effective feedback, we aim for children to achieve age-related expectations by the end of each year group. Pupil results compared to their peers both locally and nationally should be in line or above.

However, our short-term planning is based upon the individual needs of the cohort and child, looking at summative assessment, ongoing formative teaching judgements, gap analysis and pupil feedback, in order that every child gets exactly what they need.

CPD

Staff subject knowledge allows the intentions of our mathematics curriculum to be delivered successfully. We continually strive to build upon the good understanding of the expectations of the curriculum that our staff have. All staff are encouraged to raise questions, seek support and request further training if needed in order to ensure everyone is confident in what they teach. Good practice is shared between staff. The school is a member of our Trust network and local Maths Hub which gives the subject leads access to support and allows them to keep up to date with current research and content using this knowledge to develop the expertise of other staff members.

SEN

Children identified with additional needs or disability are given the opportunity to minimise the barriers to learning by the implementation of reasonable adaptations as stated in the Code of Practice. These can be adaptations to the lesson content, methods of recording, grouping, positioning of seating, resources, time allocation or supervision as well as methods for assessment and evaluation. Pre-teaching, over teaching and practise time may need to be provided to embed learning. Specific interventions such as Numicon Breaking Barriers programme may be used.

Impact

By teaching Maths as we do at Oaklands, we believe we are achieving the best possible outcomes for all children. The **impact** of our teaching is evident in different ways.

Attainment - by the end of EYFS, we expect the vast majority of our children to achieve the ELGs in Number and Shape, Space and Measure. 2025 data showed 76% of children met ELG for Maths.

Pupil Voice – through discussion and feedback, children talk enthusiastically about their Maths lessons. They are able to articulate what they have learnt using correct mathematical language. Pupils are proud to show their maths learning and have a 'can do' attitude.

Evidence in knowledge and skills – children demonstrate a quick recall of facts and procedures allowing them to move between the different contexts and representations of Maths. They show their understanding in multiple ways, explaining their ideas and can independently apply the concept to a new problem in unfamiliar situations.

Breadth and depth – lessons sequenced and progressive with all learners suitably challenged. There is engagement and a buzz of talk in the classroom. Links are made with other subjects and the wider world.

This 3Is statement is a working document, one which is reviewed and adapted and reflects teaching improvement as an ongoing process.